



# U.S. Customs and Border Protection

---

CBP Officer and  
Agriculture Specialist

*Preparation Guide for the  
Managerial Writing Skills Exercise*

Personnel Research and Assessment Division  
Office of Human Resources Management  
2014

This guide has been developed to help you prepare for the Writing Skills Exercise.

Part I of this guide provides information that will refresh your knowledge of some basic rules of English grammar, syntax, usage, sentence and paragraph organization, and punctuation. Only a short summary of each topic is provided. For a more in-depth study, you may want to refer to English textbooks or writing handbooks. The reference list at the end of Part I gives you some suggested readings.

Part II of this guide presents a sample of the types of questions you can expect to find on the Writing Skills Exercise along with the correct answers and the rationale for them.

## PART I

### Sentence Construction

- A sentence is a grammatically independent group of words that serves as a unit of expression.
- A sentence normally contains a stated *subject* (the noun(s) and/or pronoun(s) the sentence is about), and it must contain a *predicate* (the part that says something about or directs the subject) that consists of at least one word, a verb. Even the single-word command *Go!* is a sentence because it has an unstated but implied subject – whoever or whatever is being directed to go – and a verb.

### Use of Phrases in Sentences

- A phrase is a group of related words lacking a subject and/or a predicate. A phrase can be used as a noun, adjective, adverb, or verb. On the basis of their form, phrases are classified as *prepositional*, *participial*, *gerund*, *infinitive*, and *verb* phrases.

### Use of Clauses in Sentences

- Clauses are grammatical units containing a subject and a verb. They can be either dependent or independent. An independent clause expresses the main thought of the sentence and can stand alone as a sentence (**Example:** She laughed.). A dependent clause expresses an idea that is less important than the idea expressed in the main clause and cannot stand alone as a sentence (**Example:** As she was laughing...).

### Restrictive and Nonrestrictive Phrases and Clauses

- A *restrictive* phrase or clause provides information that is necessary to specifically identify what is being described. A *nonrestrictive* phrase or clause provides information that is incidental to the meaning of the sentence.
- Generally speaking, restrictive phrases and clauses are not separated from the rest of the sentence by commas. Nonrestrictive phrases and clauses are separated from the rest of the sentence by commas.

**Examples:**    The blue house that he built on a hill is quite large.  
                      The blue house, which he built on a hill, is quite large.

The first sentence is written about a man who built several blue houses but only one on a hill. Therefore, the phrase *that he built on a hill* is essential for knowing which blue house is being referred to. The phrase is therefore restrictive and is not separated from the rest of the sentence by commas.

The second example is written about a man who built only one blue house, and it happens to be on a hill. Therefore, *which he built on a hill* is not essential for knowing which house is being referred to. The phrase is therefore nonrestrictive and is separated from the rest of the sentence by commas.

**Examples:**    We should congratulate the student who won the prize.  
                      Pat, who won the prize, deserves our congratulations.

In the first sentence the clause *who won the prize* is essential for indicating the person who should be congratulated. The clause is therefore restrictive and is not separated from the rest of the sentence by commas.

In the second sentence, the person to be congratulated is identified as Pat, and the clause *who won the prize* is not essential for identifying the person. The clause is therefore nonrestrictive and is separated from the rest of the sentence by commas.

## Verb

*Definition:* A word or phrase used to assert an action or state of being.

## Verb Voice

- The *voice* of a verb shows whether the subject performs an action (active voice) or receives it (passive voice).

**Example (active voice):** The consultant wrote a proposal.

**Example (passive voice):** The proposal was written by the consultant.

## Verb Tense

- The tense of a verb shows the time of the action of the verb. There are an active and a passive form of all tenses in English. The six English verb tenses are:

<i>Tense</i>	<i>Examples of Active Voice</i>	<i>Examples of Passive Voice</i>
Present	she takes; she is taking	she is taken; she is being taken
Past	she took; she was taking	she was taken; she was being taken
Future	she will take; she will be taking	she will be taken
Present perfect	she has taken; she has been taking	she has been taken
Past perfect	she had taken; she had been taking	she had been taken
Future perfect	she will have taken; she will have been taking	she will have been taken

- The *present* tense represents action that is taking place now.  
**Example:** She *is attending* training today.
- The *past* tense represents action that took place in past time.  
**Example:** He *wrote* five letters yesterday.
- The *future* tense places action in future time.  
**Example:** She *will attend* the meeting later today.
- The *present perfect* tense represents action completed before the present time.  
**Example:** He *has taken* training.
- The *past perfect* tense represents action that occurs before another past action.  
**Example:** She counted the letters he *had written*.
- The *future perfect* tense represents action that will be completed before a specific time in the future.  
**Example:** By next week, he *will have completed* the analysis.

## Verb Mood

- The *mood* of a verb shows whether an action is fact (indicative mood), something other than fact, such as a possibility, wish, or supposition (subjunctive mood), or a command (imperative mood).  
**Example of indicative mood:** They *are going* to the ball game.  
**Example of subjunctive mood:** I insist that he *go* to the ball game.  
**Example of imperative mood:** *Go* now!
- The subjunctive mood is also used to express a condition contrary to fact.  
**Example:** I wish I *were* president.

## Other Rules Related to Verbs

- Transitive verbs require direct objects to complete their meaning.  
**Example:** The baseball player *signed the autographs*.
- Intransitive verbs do not require direct objects to complete their meaning.  
**Example:** The boat *has docked*.
- Linking verbs are not action verbs; rather, they express a state of being or existence. The various forms of the verb *to be* are primary linking verbs.
- Linking verbs never take objects but, instead, connect the subject to a word or idea in the predicate. **Examples:** It *was* he who bought the tickets. His proposal *is* unacceptable. Some dogs *are* excitable.
- The verb *to be* can also be used with another verb as a helping (auxiliary) verb to create a verb phrase. **Examples:** Flights *have been delayed*. The contract will *have to be reviewed*.

## Infinitive

**Definition:** An infinitive is the form of a verb that expresses action or existence without reference to person, number, or tense. **Example:** *To run* is relaxing.

- A split infinitive has a word or several words between the *to* and the *verb* following it. Splitting an infinitive is generally considered incorrect, especially if more than one word intervenes between *to* and the verb. **Incorrect example:** You should try *to*, if you can, *attend* the briefing. **Correct usage:** You should try *to attend* the briefing, if you can.
- An infinitive may be used as the subject of a sentence. **Example:** *To become* champion has been her lifelong dream.
- An infinitive may be used as an adjectival modifier. **Example:** He had several papers *to review* during the trip.

## Gerund

**Definition:** A gerund is the form of a verb ending in *ing* that is used as a noun. In fact, another name for a gerund is a verbal noun.

- A gerund may be used as the subject of a sentence. **Example:** *Drawing* was his favorite personal activity.
- A gerund may be used as the object of a sentence or a prepositional phrase.  
**Example:** She preferred *walking* over *bicycling*. *Walking* is the object of the verb *preferred* and *bicycling* is the object of the preposition *over*.

## Participle

*Definition:* A participle is a form of the verb used as an adjective. Simple participle forms end in *ed* or *ing*. **Examples:** The candidate felt *betrayed*. The New Year's Eve party was *exciting*.

- When a participial phrase seems to modify a word that it cannot sensibly modify, then it is a dangling phrase. **Incorrect example:** Sailing on the open sea, many dolphins were spotted. (*Sailing* does not modify dolphins.) **Correct usage:** Sailing on the open sea, we spotted many dolphins.

## Noun

*Definition:* A noun is a word that names a person, place, thing, quality, idea, or action.

- A common noun identifies one or more of a class of persons, places, things, qualities, ideas, or actions that are alike. **Examples:** The girl chained her *bicycle* to the *fence*.
- A proper noun identifies a particular person, place, thing, quality, idea, or action. (*Note:* Proper nouns must be capitalized.) **Examples:** *Joe Brown* drove his *Lincoln Towncar* to the *Kennedy Center*.
- A collective noun identifies a group of people or things that are related or acting as one. **Examples:** The *jury* arrives at the courthouse each day at nine in the morning. The *platoon* travels by night in order to avoid detection. Collective nouns are *single* in number; thus, they take a singular verb.
  - If the individual members of the group are referred to, then the plural verb can be used. **Example:** A group of employees *are* sharing supplies with each other.
- The possessive of a singular noun is formed by adding an apostrophe and *s* to the noun. **Examples:** the boy's sweater; Alice's car
- The possessive of a plural noun ending in *s* is formed by adding an apostrophe only. **Examples:** agents' salaries; workers' union

## Pronoun

*Definition:* A pronoun is a word that is used in place of a noun, most frequently to eliminate monotonous repetition of the noun. There are nine types of pronouns:

- Demonstrative pronouns point out a specific person or thing. **Examples:** this, that, these, those
- Indefinite pronouns refer to people or things generally rather than specifically. **Examples:** all, any, anybody, anyone, anything, both, each, either, everybody, everyone,

everything, few, many, most, much, neither, no one, nobody, none, nothing, one, other, several, some, somebody, someone, something, such

- Verbs used with indefinite pronouns must agree with the pronoun in number.  
**Examples:** none *is*; much *is*; everyone *is*; many *are*
  - *None* is generally used in a singular sense. If you think of *none* as *no one person or thing*, then it is easy to see that it is singular in meaning and takes a singular verb. However, when *none* is used in the sense of *not two* or *no amount*, then a plural verb is used. **Example:** None of the team members are in agreement.
- Interrogative pronouns are used to ask questions. **Examples:** who, what, which
- Relative pronouns relate a subordinate part of a sentence to the main clause.  
**Examples:** who, whoever, whom, whomever, whose, which, whichever, what, that
  - *Who* and *whoever* are used as subjects in a sentence or phrase, while *whom* and *whomever* are used as objects in a sentence or phrase. **Examples:** *Who* will get the tickets? *Whoever* is going will buy the tickets. I need to give tickets to *whom*? The tickets will be given to *whomever* I see first.
- Personal pronouns refer to persons or things and change form in three different persons: first person (the person speaking), second person (the person spoken to), and third person (person or thing spoken about).
  - First person pronouns: I, we (used as subject of sentences and clauses)  
me, us (used as objects of verbs and prepositions)
  - Second person pronoun: you (used for singular and plural, for subjects and objects)
  - Third person pronouns: he, she, it they (used as subject of sentences and clauses)  
him, her, it, them (used as objects of verbs and prepositions)

**Examples:** Bill and *I* are going. She told Sally and *me*.

- Possessive pronouns determine ownership or possession without using an apostrophe followed by an *s*. **Examples:** my, mine, our, ours, yours, his, hers, its, their, theirs  
(*Note: it's* is not a personal pronoun; it is the contraction of *it is*.)
- Reflexive pronouns refer back to the pronoun used as the subject of the sentence.  
**Examples:** I burned *myself*. You are deceiving *yourself*.
- Intensive pronouns are used to emphasize the first pronoun.  
**Examples:** You *yourself* must register. I *myself* do not understand.

## Adjective and Adverb

*Definitions:* An adjective is a word that modifies a noun. An adverb is a word that modifies a verb, an adjective, or another adverb.

- An adjective or an adverb should be placed so that there is no doubt as to which word it modifies. **Example:** The *angry* boy *quickly* threw the ball. *Angry* is an adjective modifying the noun *boy*. *Quickly* is an adverb modifying the verb *threw*.
- Adjectives and adverbs show degrees of quality or quantity by means of their positive, comparative, and superlative forms. The positive form expresses no comparison at all. The comparative form adds an *-er* to the positive form of the adjective or adverb or prefixes the positive form with the word *more* to express a greater degree or a comparison between two persons or things. The superlative form adds an *-est* to the positive form of the adjective or adverb or prefixes the positive form with the word *most* to express the greatest degree of quantity or quality among three or more persons or things.

### Examples:

Positive	Comparative	Superlative
short	shorter	shortest
beautiful	more beautiful	most beautiful
big	bigger	biggest
hard	harder	hardest

- Many adverbs have the characteristic *ly* ending. **Example:** quickly, slowly, angrily

## Article

*Definition:* An article is a word that refers to a noun and gives definiteness or indefiniteness to the noun.

- The English articles are *a*, *an*, and *the*.
  - *A* and *an* are the indefinite articles. They are used for general nouns or when the audience does not know which thing you are referring to. *A* is used before words that begin with a consonant, and *an* is used before words that begin with a vowel. **Examples:** *An* attorney will meet you today. *A* file is missing from my desk.
  - *The* is the definite article. It is used when the audience knows which thing is being referred to. **Example:** *The* attorney that you met with last week has returned your call.



## Preposition

*Definition:* A preposition is a word that connects a noun to some other word in the sentence. Prepositions usually establish a relationship of time or location. The use of a preposition automatically creates a prepositional phrase. **Examples:** *in* a month; *after* a year; *on* the table; *behind* the door

- There are over 40 prepositions in English, some of which are: *about, around, before, at, below, by, for, from, in, of, on, to, through, up, upon, and with.*

## Conjunction

*Definition:* A conjunction (also known as a connective) is a word that joins together sentences, clauses, phrases, or words.

- Conjunctions that connect two or more parts of a sentence that are of equal rank (Example: two nouns or verbs or phrases, etc.) are called coordinating conjunctions. **Examples:** *and, but, or, nor, for, and sometimes yet*
- Subordinating conjunctions connect dependent (subordinate) clauses to independent (main) clauses. Subordinating conjunctions include *though, if, as, when, while, and since.*  
**Example:** *Since he took the course for his own advancement,* his employer wouldn't pay for it.
- Correlative conjunctions are pairs of words that connect sentence elements that are of equal rank. Correlative conjunctions must always appear together in the same sentence. **Examples:** *either-or, neither-nor, whether-or, both-and, and not only-but also*

### **Examples used in sentences:**

*Neither* the manager *nor* the employee had a reasonable solution to the problem.

*Whether* he stayed home *or* went to work depended on a change in his symptoms.

*Both* the program office *and* the budget office agreed on the increase in funding for the new equipment.

She was outstanding *not only* in her academic coursework *but also* in her fitness training.

## Avoiding Verb, Noun, and Pronoun Shifts

- Unnecessary shifts in person, number, tense, or voice confuse readers and seriously weaken communication. The examples below indicate these types of errors.
- A shift in person occurs when a writer shifts back and forth among the first, second, and third persons. **Incorrect example:** If *you* want to pass the physical, *a person* has to exercise daily.

- A shift in number occurs when a plural pronoun is used to refer back to a singular antecedent or vice versa. **Incorrect example:** *Anyone* who shops in that department store must seriously consider *their* budget.
- Unnecessary shifts in tense more commonly occur within a paragraph rather than within an individual sentence. **Incorrect example:** After the historian *spent* several hours describing the armies' strategies, he *gave* a horrifying account of the attack. He *points* out in great detail what *is* going on in the minds of each of the soldiers.
- A shift in voice occurs when a writer makes unnecessary shifts between the active and the passive voice. **Incorrect example:** *I wrote* the journal article; the *book chapter* was also *written* by me. (In this example, the first clause is active voice and the second shifts to passive voice.)
- When two sentence elements are joined by a conjunction, they should have parallel structure.  
**Correct example:** She was outstanding not only *in her academic coursework* but also *in her fitness training*.  
**Incorrect example:** She was outstanding not only *in her academic coursework* but also *she excelled in fitness training*.

## Sentence Organization within Paragraphs

- A paragraph presents a larger unit of thought than a sentence can contain.

A paragraph must meet certain requirements:

- A paragraph should have *unity*, that is, internal consistency. It should not digress from the dominant idea expressed in the topic sentence.
- A paragraph should have *completeness*. It should present enough detailed information about the topic sentence to answer any general questions the reader may have. More specific questions would require additional paragraphs with new topic sentences.
- A paragraph should have *coherence*. Sentences should flow into each other so that the reader experiences the paragraph as an integrated unit, not as a collection of separate sentences.
- A paragraph should have *order*. Like structure in a larger work, order in a paragraph grows partly out of the material and is partly imposed by the writer. Most paragraphs and essays follow one of the two patterns that follow.
  - *From the general to the particular:* This type of paragraph begins with a topic sentence that serves as an introductory summary of the topic. The remaining sentences explain or illustrate this statement, so that the idea becomes increasingly clear as the paragraph progresses. The topic sentence is usually at or near the beginning of the paragraph.

- *From the particular to the general:* This type of paragraph is the reverse of the previous pattern. It begins with a series of explanatory or illustrative statements that lead to a general statement or summary. The topic sentence is usually at or near the end of the paragraph.

A paragraph can be looked upon as a microcosm, an exact parallel in miniature of the entire work:

- It has a dominant idea, usually expressed in a topic sentence.
- The dominant idea is developed by examples, comparisons, explanations, or arguments to make the meaning of the topic sentence clear.
- There may be a concluding restatement of the topic idea.

## Capitalization

*Definition:* Capitalization is the use of capital letters to place special emphasis on particular letters to set them off from lower-case letters.

- Sentences always begin with a capital letter.
- The first letter of a quotation is always capitalized.
- Proper nouns, that is, nouns that name particular persons, places, or things, must be capitalized. **Examples:** Appalachian Mountains, Mississippi River, Brooklyn Bridge
- Titles that precede a proper name are capitalized; those that follow a proper name are not. **Examples:** Chairperson John Smith and John Smith, the chairperson

## Punctuation

*Definition:* Punctuation is the use of periods, commas, semicolons, colons, question marks, exclamation points, dashes, apostrophes, brackets, parentheses, slashes, and quotation marks to convey the pauses and gestures that we use in speech to clarify and emphasize meaning.

- Use a period to end a sentence. **Example:** She went to the beach.
- Use a period after abbreviations. **Examples:** Mr. Ms. U.S. Corp.
- Use a comma to separate independent clauses in a compound sentence. **Example:** Suzanne made a presentation at the conference, and then she spent the remainder of the day touring the city.
- Use a comma to separate an introductory phrase or clause from the main clause of a sentence. **Example:** After completing the work, the contractor left the site.

- Place a comma after every item in a series. **Example:** The new office is furnished with a desk, a computer, two chairs, and a supply cabinet.
- Two or more adjectives that modify the noun that they precede are separated by commas. **Example:** The cold, windy morning was not a good beginning for their vacation.
- Commas are used to set off the items in a date. **Example:** On Monday, August 17, 1998, he became the head of the office. Commas are not used when only the month and year are given. **Example:** August 2002
- A semicolon is used to separate elements in a series when some of the elements already contain commas. **Example:** Sally wishes us to attend the first, third, and fifth sessions on Wednesday; the second, fourth, and sixth sessions on Thursday; and the first only on Friday.
- A semicolon is used to join two closely related independent clauses that are not joined by a conjunction. **Example:** The project began slowly; thereafter, additional staff were assigned to it.

## References

*The Elements of Style.* Strunk, Jr., W. & White, E.B. Needham Heights, MA: Allyn & Bacon, 2000. ISBN# 978-0205313426.

*Better Sentence Writing in 30 Minutes a Day.* Campbell, D. Franklin Lakes, NJ: The Career Press, 1995. ISBN# 978-1564142030.

*Business English: The Writing Skills You Need for Today's Workplace.* Geffner, A. Hauppauge, NY: Barron's Educational Series, 2010. ISBN# 978-0764143274.

*Effective Business Writing.* Piotrowski, M.V. New York: HarperCollins, 1996. ISBN# 978-0062733818.

*The Business Writer's Handbook.* Alred, G., Brusaw, C. & Oliu, W. New York: St. Martin's Press, 2011. ISBN# 978-1250004420.

*The Classic Guide to Better Writing.* Flesch, R. & Lass, A. H. New York, NY: Harper Collins, 1996. ISBN# 978-0062730480.

*Writing That Works: Communicating Effectively on the Job.* Oliu, W., Brusaw, C. & Alred, G. Boston: Bedford/St. Martin's, 2012. ISBN# 978-1457611131.

*CBP Style Manual.* Office of the Executive Secretariat, U.S. Customs and Border Protection. <http://cbpnet.cbp.dhs.gov/xp/cbpnet/oc/oes/> click Correspondence, Reference Documents when Drafting Correspondence.

***The Chicago Manual of Style.*** Chicago: The University of Chicago Press, 2010. ISBN# 978-0226104201. A 30 day trial version can be viewed online at <http://www.chicagomanualofstyle.org/home.html>.

***U.S. Government Printing Office Style Manual.*** U.S. Government Printing Office. Washington, DC: 2008. ISBN# 978-1470054991. An electronic version can be found online at <http://www.gpo.gov/fdsys/pkg/GPO-STYLEMANUAL-2008/content-detail.html>.

## PART II

The following eight sample questions represent the types of items that you are likely to find on the actual assessment. The answers can be found on the last page.

*For questions 1-3, choose the one answer that represents a correction that should be made to the sentence. If no correction is necessary, choose option (E).*

1. During the reporting period, this port detected ten attempts to illegally import bio-hazards and arrested three suspects with outstanding warrants, none of whom were United States citizens.
  - (A) change whom to who
  - (B) change none of whom were to none of whom was
  - (C) change bio-hazards and apprehended to bio-hazards. Apprehended were
  - (D) change whom were to them being
  - (E) no correction is necessary
  
2. The managers from our agency met with the managers from the other agency to familiarize them with the operation; and to identify training needs.
  - (A) change managers from our agency to manager's from our agency
  - (B) change operation; and to identify to operation; and, to identify
  - (C) change operation; and to operation and
  - (D) change them with the operation; to them, with the operation,
  - (E) no correction is necessary
  
3. When writing a report on worker's compensation incidents, it is important to include dates, times, names, and details associated from the cases for future reference.
  - (A) change incidents to incedents
  - (B) change writing to writting
  - (C) change from to with
  - (D) change for future reference to for reference in the future
  - (E) no correction is necessary

*For questions 4 – 6, choose the one answer that is the best revision to the underlined word(s) or phrase(s) in the paragraph. If no revision to the underlined word(s) or phrase(s) is necessary, choose option (E).*

*If there are two underlined sections in the same paragraph, each possible answer will consist of two revisions, one for each underlined section. The two revisions will be separated by a slash ( / ). The first revision will be for the first underlined section in the paragraph, and the second revision will be for the second underlined section in the paragraph.*

4. The tread on the right rear tire of the officer's vehicle tore lose, slamming against the inside tire well and damage was caused for both the interior and exterior of the vehicle.
- (A) was torn lose / damages were caused to both
  - (B) tore loose / causing damage to both
  - (C) tore loose / damages were caused to both
  - (D) tore lose / causing damage to both
  - (E) no correction is necessary
5. All procurement forms should be produced either by completing the electronic version of the document nor by printing electronic copies and then completing the forms manually. The information collected in these reports provides a means of measuring the impact of Federal contracting between the U.S. economy.
- (A) or the printing of / among
  - (B) or by printing / on
  - (C) nor the printing of / across
  - (D) nor by printing / within which
  - (E) no correction is necessary
6. I was almost finished with the report when the copy machine malfunctioned. It was then that my co-worker had stepped in to help me with the copier.
- (A) It was then that my co-worker stepped in
  - (B) It was then my co-worker having stepped in
  - (C) It had been then that my co-worker stepped in
  - (D) It had been then that my co-worker had stepped in
  - (E) no correction is necessary

*For questions 7 and 8, select the correct sentence order to form paragraphs that are well-organized, clear, and coherent. If no correction is necessary, choose option (E).*

7.

- (1) The management function of planning is the foundation and framework for all of the other management functions.
- (2) Even though the planning function is critical for effectively carrying out the other management functions, it is interesting that managers vary considerably in their perceptions of the importance of the planning function.
- (3) Although textbooks differ with respect to their use of terminology, many management textbooks refer to five functions of management.
- (4) Without the planning function, however, the other management functions are likely to be carried out in an aimless manner.
- (5) The other functions of management include: (1) organizing, (2) staffing and staff development, (3) directing and leading, and (4) evaluating and controlling.

- (A) 1 – 5 – 2 – 4 – 3
- (B) 1 – 5 – 3 – 2 – 4
- (C) 3 – 4 – 5 – 2 – 1
- (D) 3 – 1 – 5 – 4 – 2
- (E) no correction is necessary

8.

- (1) Organizations must have competent managers to cope with the growing complexity of problems affecting their operations.
- (2) Managerial competency is acquired as a result of formal education.
- (3) Also, managerial competency is acquired as a result of experience that is gained in using decision-making and other managerial skills on the job.
- (4) Formal developmental programs that enable a manager to gain the needed learning experiences both on and off the job can contribute greatly to the growth of this competency.
- (5) Consequently, more attention is being given to such programs as a means of helping managers to perform more effectively and to realize their potential.

- (A) 4 – 5 – 2 – 3 – 1
- (B) 2 – 3 – 1 – 4 – 5
- (C) 2 – 3 – 4 – 5 – 1
- (D) 1 – 4 – 5 – 2 – 3
- (E) no correction is necessary



## **Answers to the Writing Skills Exercise Sample Questions**

1. **Correct Answer: E.** The sentence is correct as written.
2. **Correct Answer: C.** Semicolons are used to connect two independent clauses without a coordinating conjunction. This sentence contains only one independent clause. The coordinating conjunction "and" is linking two infinitive phrases (not clauses) that describe the clause, and so a semicolon is inappropriate here.
3. **Correct Answer: C.** The correct term is "associated with" and not "associated from." Objects are "associated with" one another, which means they are related to each other in some way. The correction in D is not required because "for future reference" is already succinct and correct.
4. **Correct Answer: B.** The verb "tore" cannot be modified by another verb, "lose." The correct word is the adverb, "loose." Also, the sentence begins in the active voice, and the active voice should be maintained throughout. Therefore, "causing damage to both" is preferable to "damages were caused to both."
5. **Correct Answer: B.** The first sentence describes two optional ways of completing the procurement forms; therefore, the correlative conjunctions ("either"-"or") should be used. Correlative conjunctions must be parallel in form. Also, the preposition "on" should be used to describe the impact of something on something else (in this case, "the impact of Federal contracting on the U.S. economy"). Answer A uses the correct correlative conjunction, but changes the parallelism of the prepositional phrases ("by completing. . . or the printing of") and uses the preposition "among" that is used when referring to three or more things. Answers C, D, and E use the incorrect correlative conjunction "nor."
6. **Correct Answer: A.** The first sentence sets the context of the event in the simple past tense. The content of the second sentence does not warrant a change in tense, and therefore the simple past tense should be maintained throughout. "It was then" and "my co-worker stepped in" in answer A are in the simple past tense, and so answer A is correct. Answers C and D contain other tenses, and answer B inappropriately replaces the verb with a participial phrase.
7. **Correct Answer: D.** The most logical order for these sentences is to begin with the topic of the paragraph, which is the reference of many management textbooks to five management functions (3). Next is the first reference to the planning function and the "other management functions" (1). Then, a listing of the four "other " functions is provided (5). A reiteration of the importance of the planning function is presented (4) and is followed by the interesting fact that managers vary in their perception of the importance of the planning function (2).
8. **Correct Answer: E.** The topic of the paragraph is the need for organizations to have competent managers (1). Next, information is provided about how managerial competencies are acquired, specifically off the job (2) and on the job (3). The idea of formal developmental programs to gain the needed managerial competencies is presented next (4). Then, the idea that organizations are giving more attention to such programs is presented (5).